

# Indiana's Response to Intervention Academy

**Data Based Decision Making and RTI**

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# Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- **Data-based decision making**
- Cultural responsiveness
- Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports

## Tier 3:

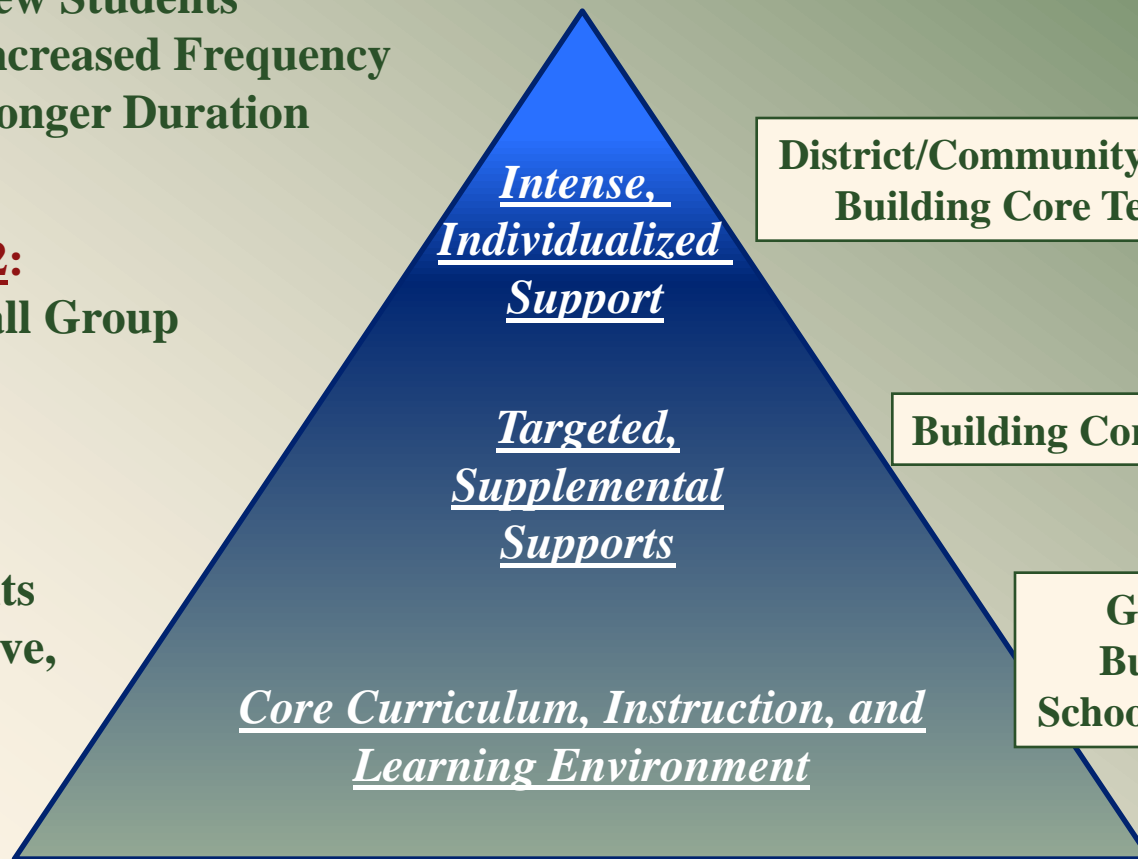
- Few Students
- Increased Frequency
- Longer Duration

## Tier 2:

- Small Group

## Tier I:

- All Students
- Preventative, Proactive



*Services across tiers are fluid and data-driven*

District/Community Team  
Building Core Team

Building Core Team

Grade Level Teams  
Building Core Team  
School Improvement Team

# **Preview: Connecting My Presentation to Indiana's Vision of RTI**

## **1. RTI Overview**

- **Defining Features & Essential Components**

## **2. Integrated Instructional Data Collection & Assessment System**

- **Universal Screening**
- **Progress Monitoring**

## **3. RTI Assessment & SLD Determination**

## **4. Support & Monitoring Structures**

- **Building Capacity with Stakeholders**

## **5. Pearson Inform**

# Why RTI?



# **What is RTI?**

**RTI is the practice of providing  
high-quality instruction/intervention  
matched to student needs**

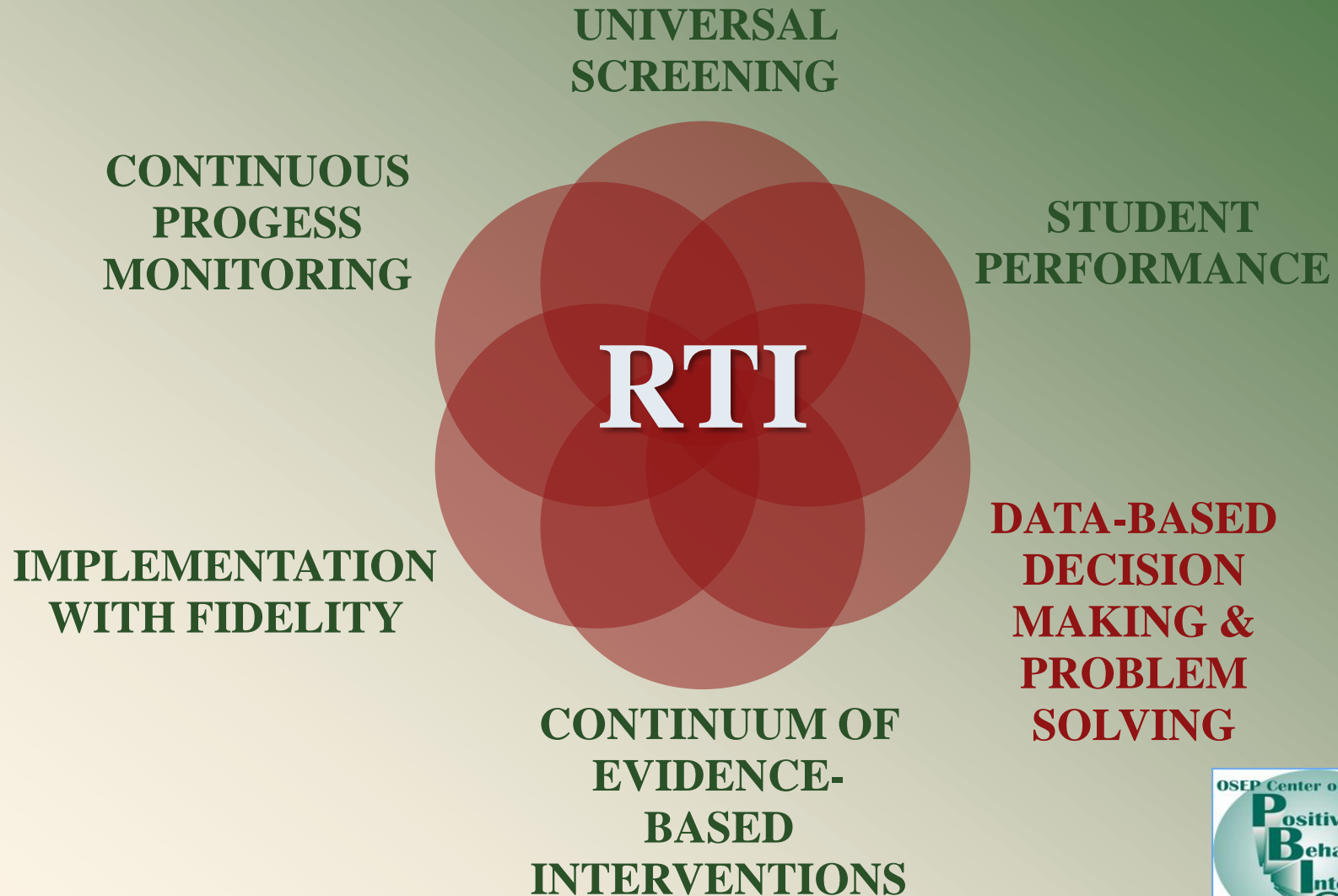
**and**

**using learning rate over time  
and level of performance**

**to**

**make important educational decisions.**

# RTI: Defining Features

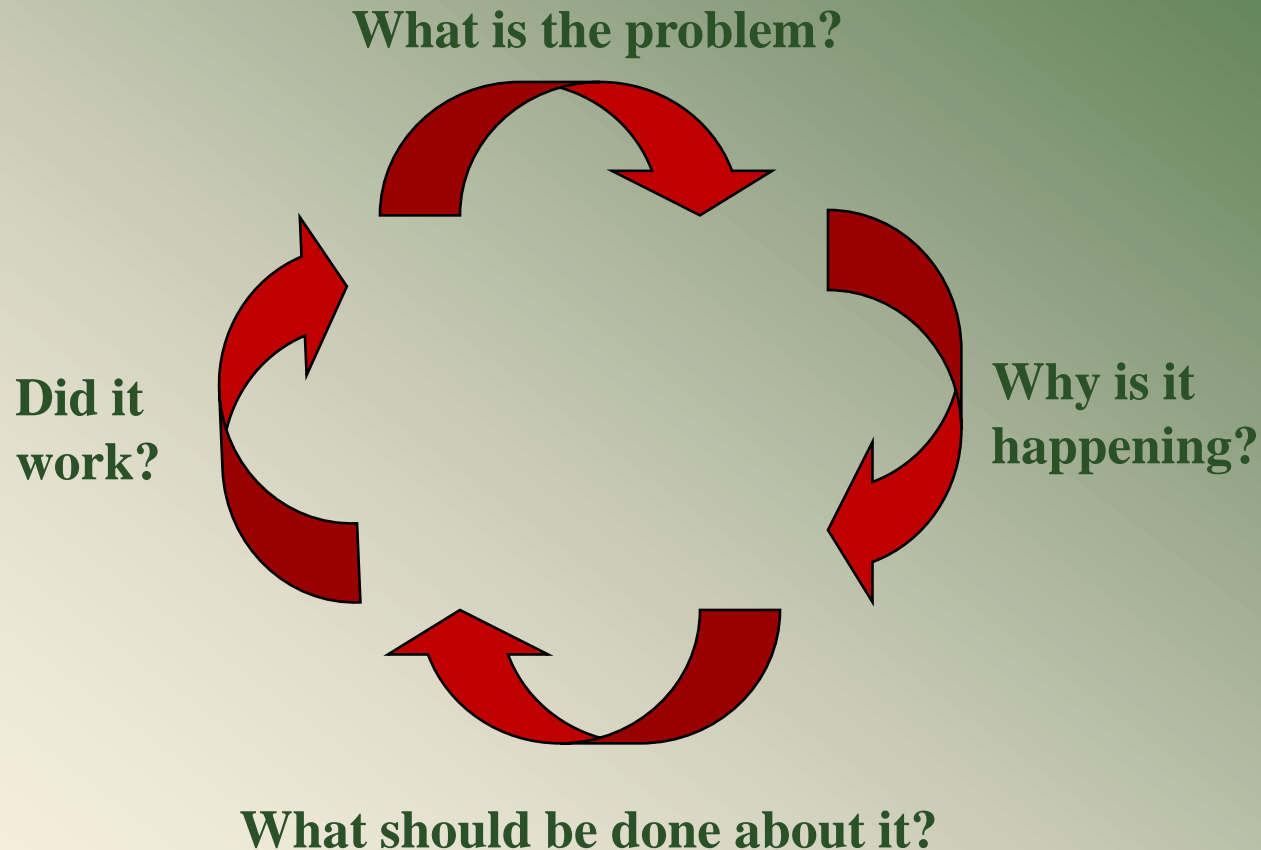


# Essential Components of RTI Implementation

1. Multi-tier model
2. Problem-solving method
3. An integrated data collection & assessment system  
(*Pearson Inform*)



# Essential Component 2: Problem-Solving Method



# ***Essential Component 3: Integrated Instructional Data Collection/Assessment Systems***

- ***Assessment of***
    - Skills in state standards
    - “Marker variables” (benchmarks) leading to ultimate instructional target
  - ***To be administered***
    - Efficiently
    - Repeatedly
- ***Provide***
    - Data specific to strategy implemented
    - Individual student progress monitoring data, sensitive to small increments of growth
    - Comparison data across students
    - User-friendly data displays

# Frequent Assessment

**“Once-a-year tests** are incapable of providing teachers with the moment-to-moment and day-to-day information about student achievement that they need to make crucial instructional decisions. Teachers must rely on classroom assessment to do this.”  
(Stiggins, 2002)

# Leading Measures Rock

“**Lagging data** cannot easily be used to improve teaching and learning because too much time has elapsed between instruction and assessment. Teachers and principals need high quality **leading measures** that can provide diagnostic information—data that can be used to update continuous improvement plans in real time. Ideally, good leading measures will allow sampling of student performance daily, weekly, or monthly.”

(Dr. Steve Benjamin, 2006)

# Universal Screening

“Schools use universal screenings in essential academic areas to identify each student’s level of proficiency (**usually three times a year**). The screening data are organized in a format that allows for the inspection of both group and individual performance on specific skills. Teachers meet in grade-level or department teams to **analyze data** on all students, set group goals for the next assessment period, and plan for whole class instructional change based on the data. Interventions at Tier 1 are oriented towards whole-group instructional procedures.” (NASDSE)

- **Purposes of Universal Screening:**

- **Assessment of the Core Curriculum & Core Instruction**
- **Identify those students who need further interventions at Tier 2**

# Universal Screening

- **HCCSC's Universal Screenings for academics:**
  - **NWEA Reading, Lang. Usage, & Math - gr. K-12**
  - **DIBELS – gr. K-2**
  - **Quarterly Writing Prompts – gr. K-12**
  - **Kindergarten Screening Tool & Marie Clay - gr. K**
  - **Reading Benchmarks (Fountas & Pinnell) - gr. K-5**
  - **ELA Standard 7 (Listening & Speaking) Rubric - gr. K-8**
- **HCCSC's Universal Screenings for behavior:**
  - **# of Office Referrals**
  - **Lifelong Guidelines & LIFESKILLS Goal Setting Forms**
  - **Report card**

# HCCSC's expectations in using NWEA for RTI

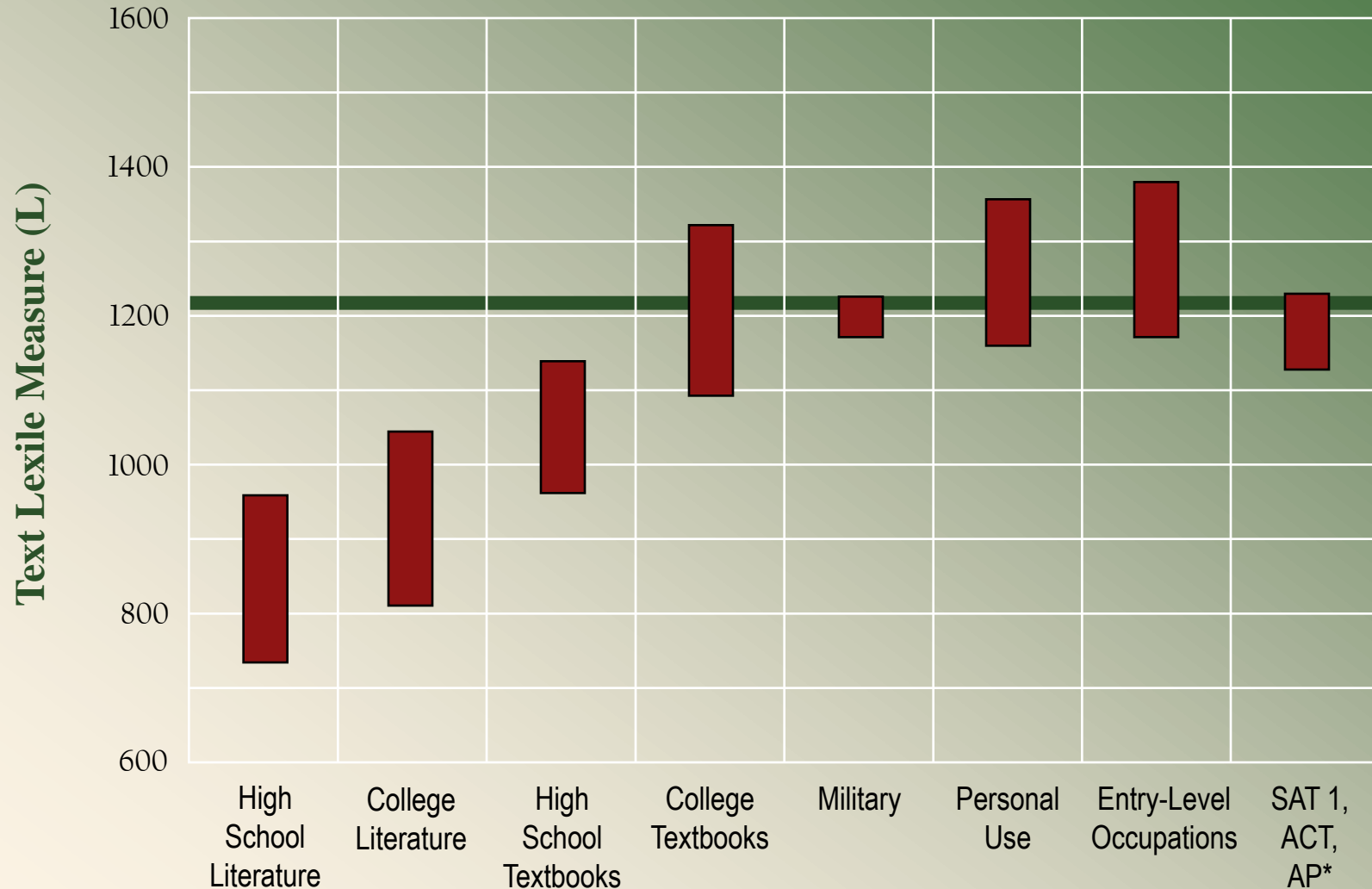
- Provide insight into Tier placement to inform on services.
- Use of DesCartes to guide and support instruction.
- Monitor student progress and growth (including High Ability)
- Implement common assessment and practices district-wide (K-12).
- Communicate results to partner with students, teachers, and families.

*"We believe students need to be challenged to reach their full potential."*

# 2005-06 Lexile Framework<sup>®</sup> for Reading Study

## Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)



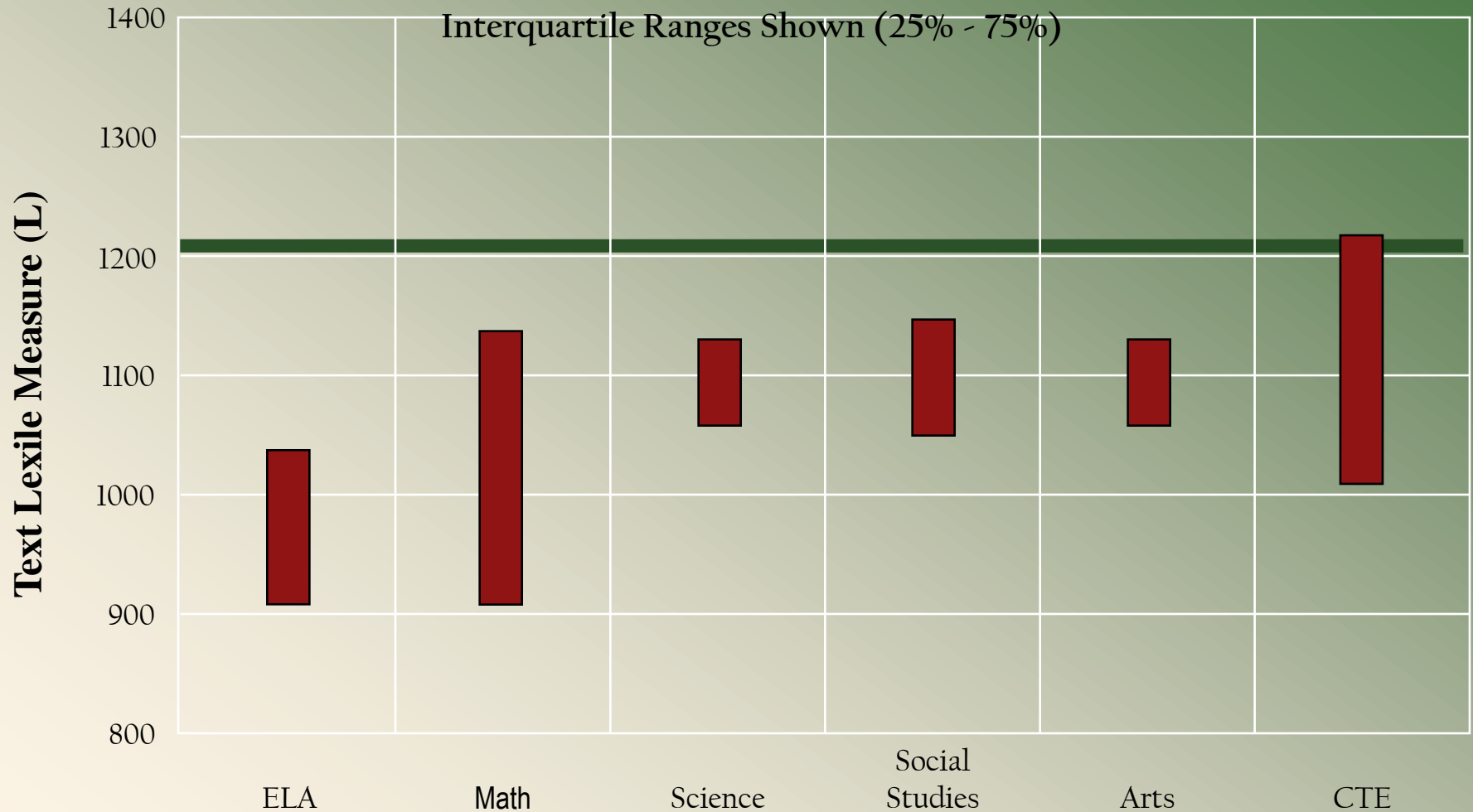
\* Source of National Test Data: MetaMetrics

International Center for Leadership



# 2005-06 Lexile Framework® for Reading Study

## Summary of High School Textbook Lexile Measures



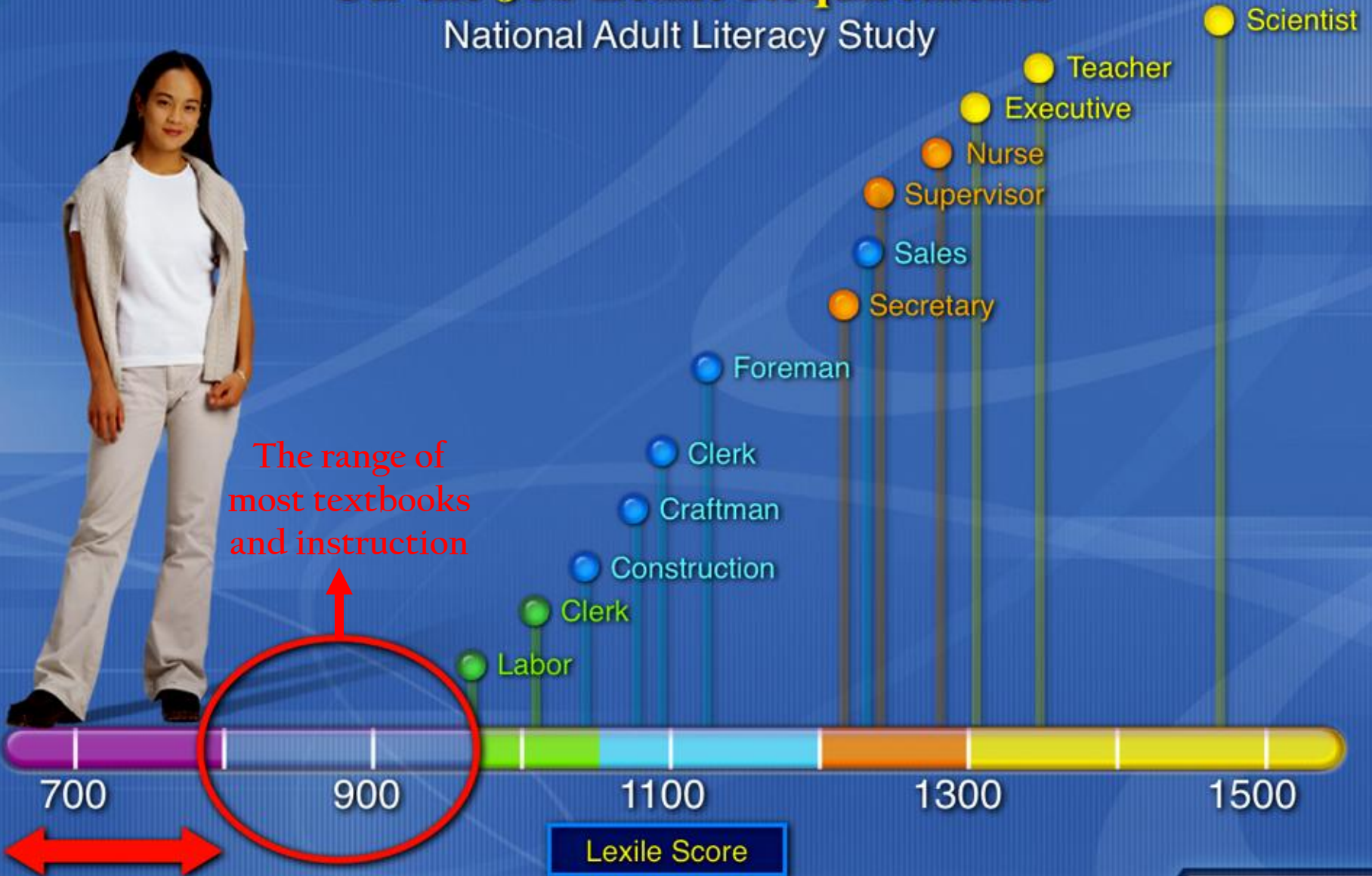
International Center  
for Leadership

# On-the Job Lexile Requirements

National Adult Literacy Study



The range of  
most textbooks  
and instruction



Struggling Readers

# **DIBELS**

## **The Dynamic Indicators of Basic Early Literacy Skills**

- **A set of standardized, individually administered measures of early literacy development (K-2).**
- **Designed as short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.**
- **A Source of Data for Instruction**
- **Assesses & Provides Information Regarding:**
  - **Phonemic Awareness**
  - **Phonics**
  - **Reading Fluency**

# Reading Benchmark

- **Formative Reading Assessment**
- **Data used for Small Group Reading Instruction**
- **Assesses & Provides Information Regarding:**
  - **Reading Level**
  - **Concept of Print**
  - **Text Processing Strategies & Comprehending**

# HCCSC Writing Prompt

- **Formative Writing Assessment**
- **Assesses & Provides Information Regarding:**
  - **Using Writing as a Communication Tool**
  - **Alphabetic Knowledge**
  - **Concepts of Print**
  - **Ability to Hear and Record Sounds**
  - **Phonics**

# Progress Monitoring

**“A scientifically based practice used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.” (RTI Action Network)**

- **Short probes that are sensitive to small increments of growth and can be given efficiently & repeatedly**
- **Purposes of Progress Monitoring:**
  - **Assessment of the intervention strategy (determine whether to fade, continue, or change – Rule of 4 by 4)**
  - **Identify those students who need further interventions at Tier 3**



# Progress Monitoring

- HCCSC's Progress Monitoring for academics:
  - NWEA's K-2 progress monitoring assessments in reading & math
  - DIBELS
  - Running Records
- HCCSC is still exploring other progress monitoring options, especially for upper grades
- Progress Monitoring Rule: 4/4
- HCCSC's Progress Monitoring for behavior
  - Daily Progress Report

# Daily Progress Report

Goals	Monday			Tuesday			Wednesday			Thursday			Friday		
Trustworthiness	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Truthfulness	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Active Listening	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
No Put-Downs	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Personal Best	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Total Points															

Example of a Tier 2 or Tier 3 Intervention



# RTI Assessments

- **Universal Screenings:** assessments given to all students; Benchmarking
  - **Progress Monitoring** – short probes given regularly to struggling students along with intervention instruction
  - **Special education consideration** - Must have assessments in the 8 areas to identify a specific learning disability:
    1. Math computation/calculation
    2. Math problem solving
    3. Written expression
    4. Oral expression
    5. Listening comprehension
    6. Basic reading skills
    7. Reading fluency skills
    8. Reading comprehension
- Diagram illustrating assessment groupings:
- Items 1 and 2 are grouped by a bracket and labeled **NWEA**.
  - Item 3 has an arrow pointing to **Quarterly Writing Assessments**.
  - Items 4 and 5 are grouped by a bracket and labeled **HCCSC Standard 7 Rubric**.
  - Items 6, 7, and 8 are grouped by a bracket and labeled **DIBELS, RR, & NWEA**.

# SLD Determination - IDEA

- (1) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.

# SLD Determination – Article 7

(b) The CCC must **not** determine that a student is eligible for special education and related services under this article if:

(1) The determinant factor is:

(A) **lack of appropriate instruction in reading**, including the essential components of reading instruction, which means **explicit and systematic instruction in:**

(i) phonemic awareness;

(ii) phonics;

(iii) vocabulary development;

(iv) reading fluency, including oral reading skills; and

(v) reading comprehension strategies

(B) **lack of appropriate instruction in math**; or

(C) **limited English proficiency**; and

(2) a student does not otherwise meet the eligibility criteria under this rule and 511 IAC 7-41.

# GEI Transforms to RTI

## GEI

- Viewed as a gateway to special education
- Used to accommodate & create access to the curriculum
- Little focus on progress monitoring or data collection
- No longer in IDEA or Article 7
- Little focus on fidelity
- Often more than 1 strategy implemented at one time

- Student focused
- Achievement focused
- Utilizes problem solving process

## RTI

- About ALL students' response to interventions
- **Focus on systematic data collection & analysis**
- **Emphasis on systematic universal screening & progress monitoring**
- **Instructional decisions based on progress monitoring data**
- Focus on fidelity
- Implement 1 intervention at a time

# HCCSC's RTI Steps

- Tier 1** {
- Step 1:** Core curriculum & instruction for *all* students  
Universal Supports/Differentiation for *all* students  
**Universal screening** of *all* students
  - Step 2:** **Data review** by Grade-level/Department Team
- 

- Tier 2** {
- Step 3:** Targeted intervention & **progress monitoring** for low-responders, HA, ENL  
Begin documentation (forms & AIP); Informal parent communication
  - Step 4:** **Data review** by Grade-level/Department Team: fade, continue, or change intervention (4 by 4)
- 

- Tier 3** {
- Step 5:** Still low-responding: Refer to RTI Team;  
Submit forms & AIP  
Invite parent to RTI Team Meeting

# HCCSC's RTI Steps (continued)

## Tier 3

**Step 6:** Intense intervention & **progress monitoring** for low-responders, HA, ENL

Continue documentation (forms & AIP); Parent notification required (form)

**Step 7:** **Data review** by RTI Team: fade, continue, or change intervention (4 by 4)

**Step 8:** Still low-responding or intervention is so intensive it would qualify for special education: Referral to special education

**Step 9:** General education & special education personnel collaboratively teach & **monitor student progress**; adjust IEP and services as needed for eligible students

# Building Capacity with Stakeholders

- School Board:

- Presentations to build understanding of RtI

- Core Values:

1. Lifelong Guidelines, LIFESKILLS, and a Secure Environment
2. High Expectations, High Achievement, and Accountability
3. Focus On The Future
4. Continuous Improvement For All
5. Responsive Communication
6. **Evidence-Based Decisions**
7. Shared Leadership
8. Stakeholder Focus

- Mission

- Vision

- Board Goals

- Including PD goals for board members





# Building Capacity with Stakeholders

- **School Board:**

- **Stakeholder focus groups identified 7 focus areas:**

- **Literacy**
    - **Mastery of Indiana Academic Standards**
    - **Stakeholder Satisfaction**
    - **Leadership Development**
    - **Safe Learning Environment**
    - **Career Readiness**
    - **Wise Use of Resources**

- **Continuous Quality Improvement:**

- **Balanced Scorecard**
    - **District, Building, & Classroom Dashboards (aligned)**
    - **S2S Meetings (System to System)**
    - **CQI tools, i.e.: PDSA (Plan, Do, Study, Act)**
    - **Classroom Quality Rubrics**





# Balanced Scorecard

Huntington County Community School Corporation's Balanced Scorecard							
Focus Area	Key Strategies	Performance Indicators (Red designates dashboard indicator)	Measurement Collection Methods (Red designates dashboard indicator)	Benchmark	Frequency	Location in Report Card	Person Responsible
1. Literacy	<ul style="list-style-type: none"> <li>Monitor the implementation of the Elementary Literacy Model; especially Guided Reading</li> <li>Implement the Secondary Literacy Model</li> <li>Monitor implementation of the HCCSC Response to Intervention (RTI) Plan</li> <li>Focus on direct instruction in reading, K-12</li> <li>Differentiation, K-12</li> <li>Monitor READ 180 Pilot at CV</li> </ul>	1.1 % students K-12 reading at or above grade-level	1.1.1 NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	90%	Fall, Winter, & Spring	See chart #	
			1.1.2 DIBELS: % of students meeting benchmark in each area; grades K-2	90%	Fall, Winter, & Spring	See chart #	
			1.1.4 NWEA: % of students meeting fall to spring growth targets; grades K-12	90%	Annually	See chart #	
			1.1.5 ISTEP+; % at pass and pass+; grades 3-8	90% combined	Annually	See chart #	
			1.1.6 English 10 ECA: % at pass and pass+, grade 10 (reading scores) *	90% combined	Annually	See chart #	
			1.1.7 SAT Critical Reading: % +/- state & national average		Annually	See chart #	
		1.2 % students K-12 mastering language arts standards/skills	1.2.1 NWEA: % of students at grade-level appropriate RIT score ; grades K-8	90%	Fall, Winter, & Spring	See chart #	
			1.2.2 Assessment for 9-12	90%	Quarterly	See Chart #	
			1.2.3 NWEA: % of students meeting fall to spring growth targets; grades K-8	90%	Annually	See chart #	
			1.2.4 ISTEP+; % at pass and pass+; grades 3-8	90% combined	Annually	See chart #	
			1.2.5 English 10 ECA: % at pass and pass+, grade 10 (lang. score) *	90% combined	Annually	See chart #	
			1.2.6 AP English Exam: % score a 3 or higher	90%	Annually	See chart #	
			1.2.7 AP English Exam: % students taking AP English courses	90%	Annually	See chart #	
		1.3 % students K-12 mastering writing standards/skills	1.3.1 % of students scoring at a passing level on the Quarterly Writing Assessments; grades K-8	90%	Quarterly	See chart #	
			1.3.2 Assessment for 9-12	90%	Quarterly	See chart #	
			1.3.3 ISTEP+; % at pass and pass+; grades 3-8	90% combined	Annually	See chart #	
			1.3.4 SAT Writing: % +/- state & national average		Annually	See chart #	

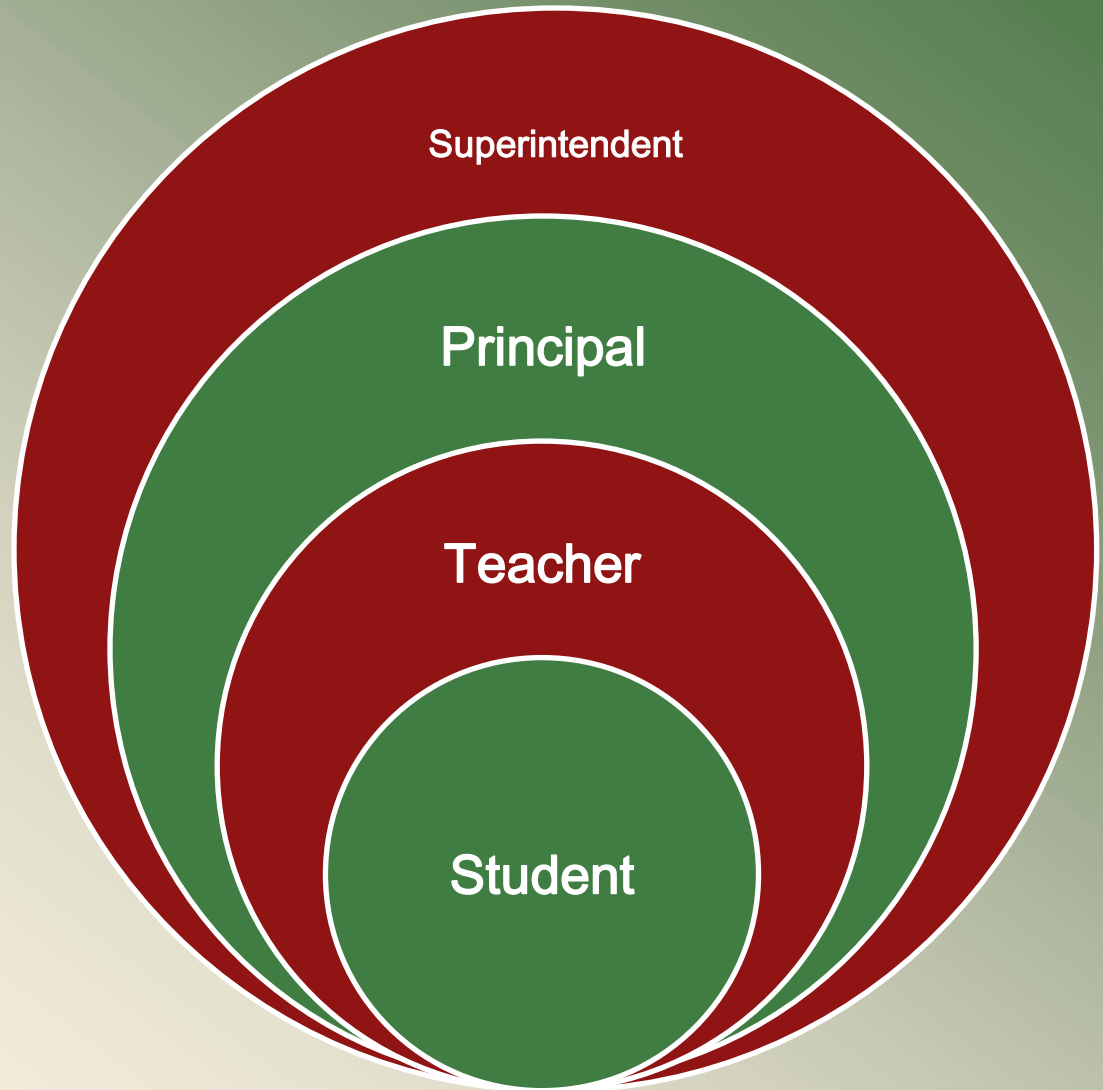
# Dashboard

## Huntington County Community School Corporation's Dashboard

Focus Area/Aim	Key Strategies	Performance Indicators	Measurement Collection Methods	Benchmark	Frequency	Whose Data Folder?
<b>1. Literacy</b>	<ul style="list-style-type: none"> <li>Monitor implementation of Literacy Model</li> <li>Direct Instruction, K-12</li> <li>Differentiation</li> <li>Monitor READ 180 Pilot at CV</li> </ul>	<b>1.1</b> % students K-12 reading at or above grade-level	<b>1.1.1</b> NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	90%	Fall, Winter, & Spring	All Levels
			<b>1.1.2</b> DIBELS: % of students meeting benchmark in each area; grades K-2	90%	Fall, Winter, & Spring	All Levels
		<b>1.2</b> % students K-12 mastering language arts standards/skills	<b>1.2.1</b> NWEA: % of students at grade-level appropriate RIT score; grades K-8	90%	Fall, Winter, & Spring	All Levels
			<b>1.2.2</b> Assessment for 9-12	90%		All Levels
		<b>1.3</b> % students K-12 mastering writing standards/skills	<b>1.3.1</b> % of students scoring at a passing level on the Quarterly Writing Assessments; grades K-8	90%	Quarterly	All Levels
			<b>1.3.2</b> Assessment for 9-12	90%	Quarterly	All Levels
<b>2. Mastery of Indiana Academic Standards</b>	<ul style="list-style-type: none"> <li>Monitor implementation of the HCCSC Response to Intervention Plan</li> <li>Monitor HET implementation, K-12</li> <li>Build parent support</li> <li>Using formative instruction data to drive instruction</li> <li>Monitor the</li> </ul>	<b>2.1</b> % students K-12 mastering math standards/skills	<b>2.1.1</b> NWEA: % of students at grade-level appropriate RIT score; grades K-12	90%	Fall, Winter, & Spring	All Levels
		<b>2.10</b> % students on-track to graduate by cohort	<b>2.10.1</b> HNHS Cohort Pipeline Report	97%	Quarterly	District, Building, & Student
		<b>2.11</b> % Dropout/Mobility	<b>2.10.1</b> HCCSC Dropout Report	5%	Quarterly	District & Building
		<b>2.13</b> % of students earning 2 or more credits in Alternative High School	<b>2.13.1</b> HNHS Alternative High School Report	100%	Quarterly	District, Building, Teacher, & Student

# System-to-System (S2S) Meetings

- One level of the system meeting with another
- Discuss assessment data
- Discuss strategy implementation to address areas of concern



# Classroom Quality Rubric

## HCCSC Elementary Classroom Quality Rubric Checklist

**Accomplish each task in a level. Seek “certification” by your building principal.  
Move on to the next level and repeat.**

✓	<b>Quality Level 1</b>
	Completed teacher customer/stakeholder matrix at the teacher level
	Facilitated student-generated classroom and personal mission statement (Gr. K-2 teacher and classroom only; gr. 3-12 teacher, classroom, and student)
	Established and displayed your dashboard of performance indicators
	Created student data folders aligned with your dashboard
	Conducted Goal-Setting & Student-Led Conferences
✓	<b>Quality Level 2</b>
	Completed all components of Level 1
	Completed teacher customer/stakeholder matrix at the teacher and classroom level
	Maintained and continually updated your dashboard of performance indicators
	Maintained, continually updated, and aligned your student data folders with dashboard
	Developed teacher data folder with classroom dashboard data within Pearson Inform
	Conducted quarterly System-to-System (S2S) meetings with the principal (team, grade-level, department, or individual)
	Demonstrated use of two quality tools for classroom improvement
	Conducted quarterly celebrations of performance achievement/progress
	Demonstrated use of one ongoing PDSA aligned to the dashboard
✓	<b>Quality Level 3</b>

**Related to RtI  
Implementation**

**Professional  
development  
offered on  
each rubric  
indicator**

# Building Capacity with Stakeholders

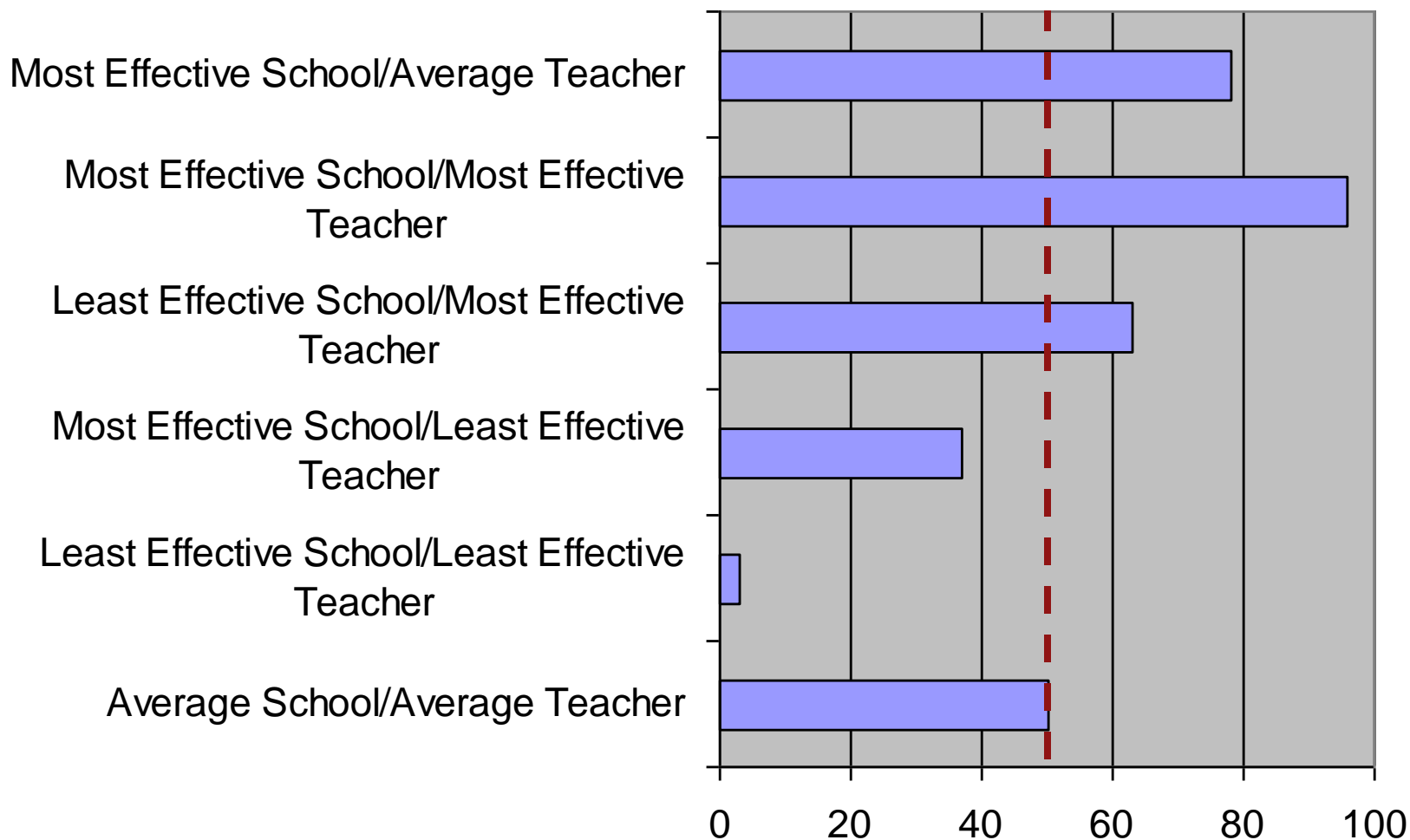
- Faculty, Staff, & Administrators

- Professional Development:

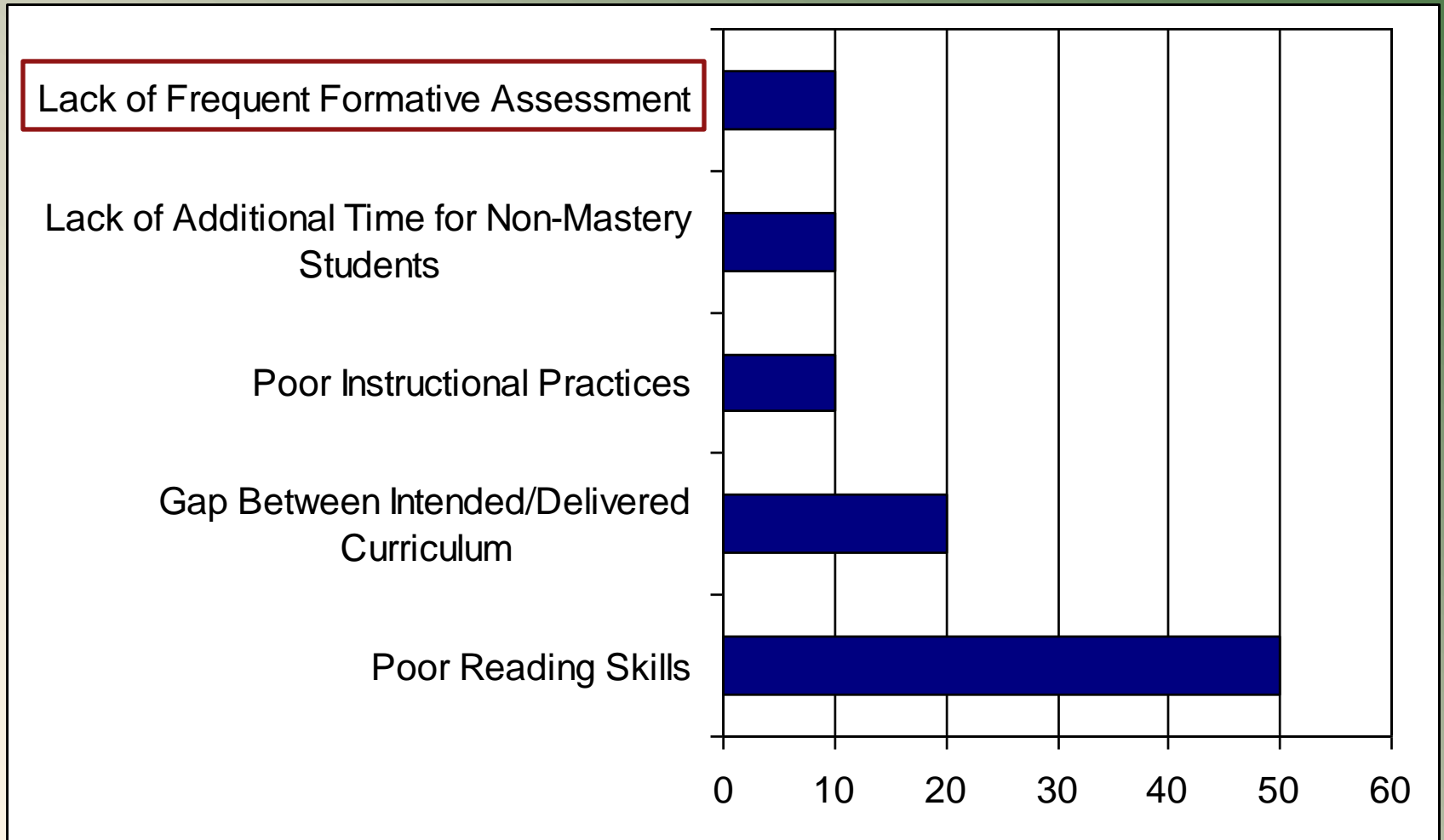
*“Never before has the pressure been so high to find ways to support successful teaching and learning through effective professional development.”*

**Salpeter, 2003**

## Effects on Student Achievement with Students Entering at 50th Percentile (After Two Years)



# Root Causes of Poor Achievement





# Building Capacity with Stakeholders

- Professional Development for Faculty, Staff, & Administrators:

- Tier 1

- Core Curriculum

- Curriculum Mapping (vertical & horizontal alignment)
    - Development of conceptual, integrated curriculum

- Core Instruction

- HCCSC Literacy Model & reading in the content areas
    - Brain-compatible instruction: Highly Effective Teaching Model (Susan Kovalik)
    - Differentiation

- Data Collection & Analysis

- Universal screening & progress monitoring tools
    - Using data to drive instruction
    - Triangulation of data



*“Once-a-year tests are incapable of providing teachers with the moment-to-moment and day-to-day information about student achievement that they need to make crucial instructional decisions.”*

(R. Stiggins)

**General classroom performance, classroom assessments,  
& teacher observation**



## **Triangulation of Data**

### **Summative Assessments:**

(The assessment  
*of* learning.)

- State Assessment
- NWEA Fall to Spring Growth

### **Formative Assessments:**

(The assessment *for*  
learning.)

- NWEA Fall & Winter
- Quarterly Writing
- DIBELS
- Running Records

# Building Capacity with Stakeholders

- Professional Development for Faculty, Staff, & Administrators:

- Tiers 2 & 3:

- Specific intervention strategies & tools
  - Implementation fidelity
- Problem solving process with standard treatment protocols
- **Progress monitoring**
- Don't assume your special education teachers know how to teach reading

# Guiding Principles of PD Model

1. Teachers cannot change a behavior or practice until they **SEE** what the new behavior or practice **LOOKS** like in a real world setting multiple times.
  2. For professional development to truly be effective and sustained, it must be accompanied with on-going **COACHING** in a non-threatening environment.
- Professional Development Coordinators provide ongoing training, coaching, & support
    - Demonstration Classroom Model

# Demonstration Classroom Model

## Overview of the Model:

**1. Four comprehensive 8 week training modules for ALL teachers**

**2. Modules include:**

- **Goal setting with coach**
- **Professional development & coaching on strategies**
- **Observations of best practice strategies in the Demonstration Classrooms**
- **Time to implement the strategy with follow-up coaching**
- **Reflection on goals**

# Demonstration Classroom Model

## Overview of the Model:

### 3. Menu of Professional Development Options:

- Susan Kovalik's Highly Effective Teaching Model components
- Balanced Literacy components, especially Guided Reading
- Math instruction
- Technology integration
- **Using assessment data to drive instruction**
- Curriculum Mapping
- RTI implementation



# Building Capacity with Stakeholders

- Giving Teachers Tools for Success:
  - Weekly Structured Collaboration Time – 45 Minutes
    - 30 min. delayed start every Wednesday

*“The engine that drives high student achievement is teacher teams working collaboratively toward common curriculum expectations and using interim assessments to continuously improve teaching and attend to students who are not successful.”*

**Marshall, 2005**

District calendar  
reflecting delayed  
starts for teacher  
collaboration

# 2008-2009 Calendar

JULY 2008						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2008						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

SEPTEMBER 2008						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2008						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2008						
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9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30						

DECEMBER 2008						
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28	29	30	31			

JANUARY 2009						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2009						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2009						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2009						
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2009						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2009						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**August**  
11<sup>th</sup> First teacher day (no students)  
12<sup>th</sup> Teacher work day (no students)  
13<sup>th</sup> First student day

**September**  
1<sup>st</sup> Labor Day-no school

**October**  
1<sup>st</sup> P/T conferences - early dismissal  
9<sup>th</sup> P/T conferences - early dismissal  
15<sup>th</sup> Early dismissal - prof. development

**November**  
18<sup>th</sup> Early dismissal-professional dev.  
27<sup>th</sup>-28<sup>th</sup> Thanksgiving break

**December**  
22<sup>nd</sup> Teacher work day (no students)  
23<sup>rd</sup> Christmas break begins

**January**  
5<sup>th</sup> School resumes (teachers only)  
19<sup>th</sup> Martin Luther King B-day - no school








**February**  
10<sup>th</sup> Early dismissal - prof. development

**March**  
18<sup>th</sup> Early dismissal - prof. development

**April**  
6<sup>th</sup> Spring break begins  
10<sup>th</sup> Good Friday - no school  
13<sup>th</sup> School resumes

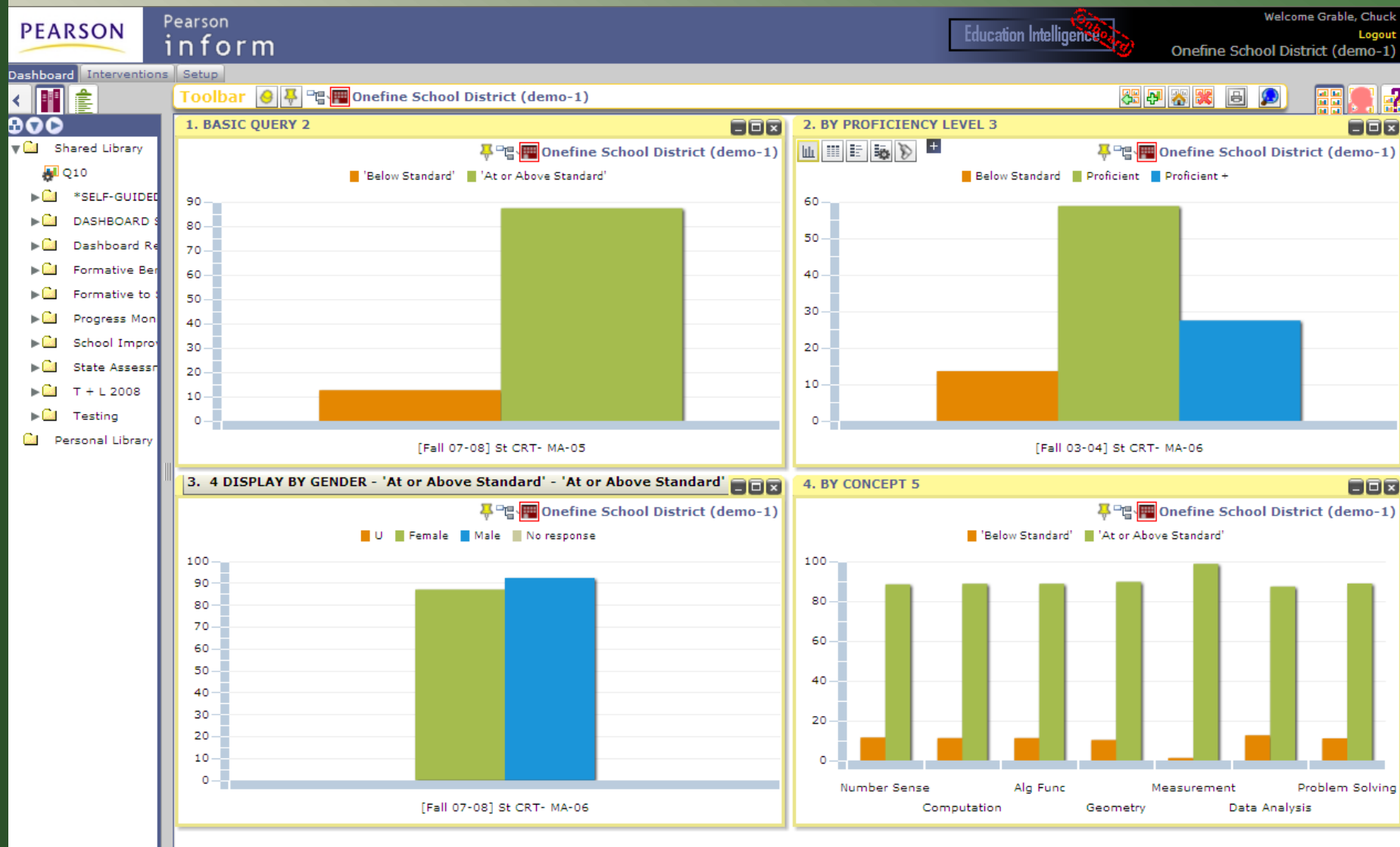
**May**  
7<sup>th</sup> P/T conferences - early dismissal  
13<sup>th</sup> P/T conferences - early dismissal  
19<sup>th</sup> Last student day  
20<sup>th</sup> Last teacher day  
21<sup>st</sup>-22<sup>nd</sup> Snow make-up days  
25<sup>th</sup> Memorial Day - no school  
28<sup>th</sup>-29<sup>th</sup> Snow make-up days

Term Dates	Start	Mid	End
1 <sup>st</sup> 9 Weeks (45 Days)	8-13-08	9-12-08	10-15-08
2 <sup>nd</sup> 9 Weeks (45 Days)	10-16-08	11-18-08	12-19-08
3 <sup>rd</sup> 9 Weeks (45 Days)	1-6-09	2-6-09	3-10-09
4 <sup>th</sup> 9 Weeks (45 Days)	3-11-09	4-17-09	5-19-09

-  Teachers Only
-  First/Last Student Day
-  Vacation/Holidays
-  1/2 Day for Students (Conferences)
-  Early Dismissal for Training
-  No Delay Start / All other Wednesdays will be a 30 minute delay start
-  30 Minute delay start

"A place where everyone learns"

# Pearson Inform's Dashboard





# A single report can be displayed at multiple context levels

**Context**

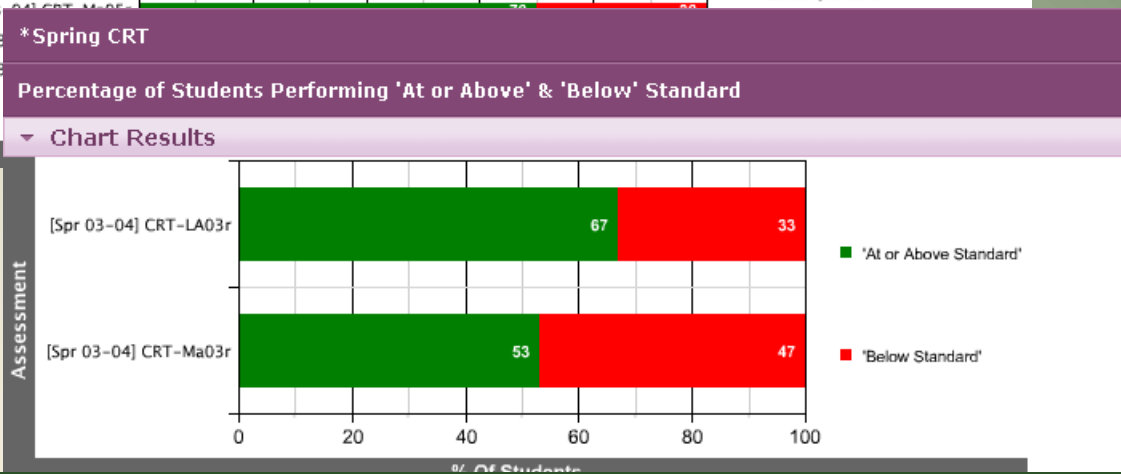
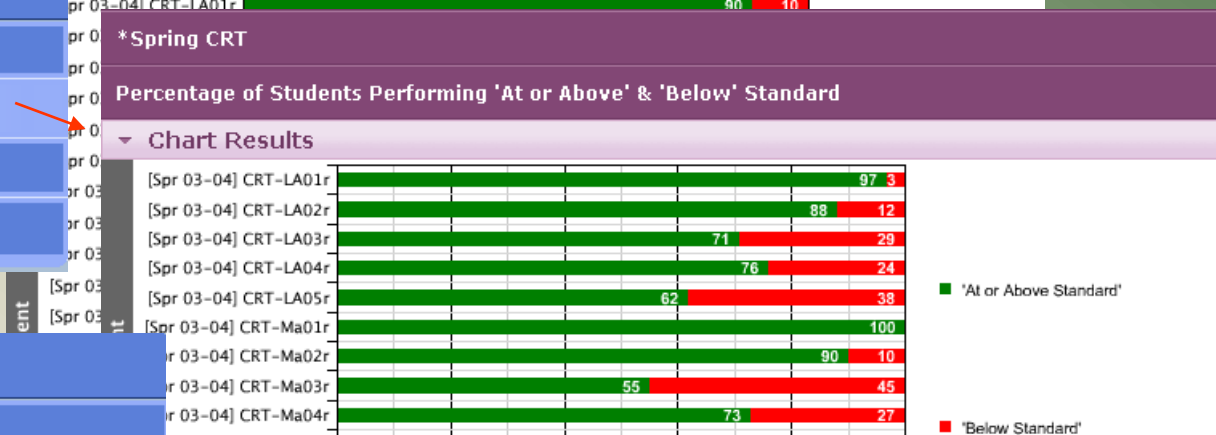
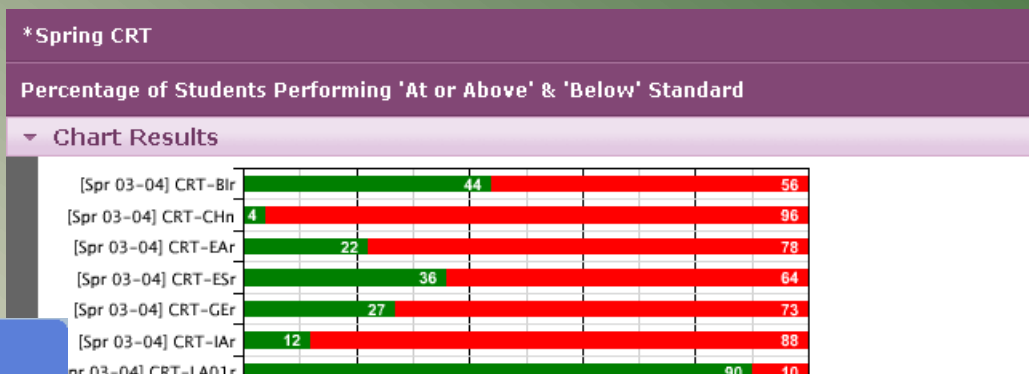
- District
- School
- Find Student

**Context**

- District
- School
- Class
- Find Student

**Context**

- District
- School
- Class
- Class Roster
- Find Student

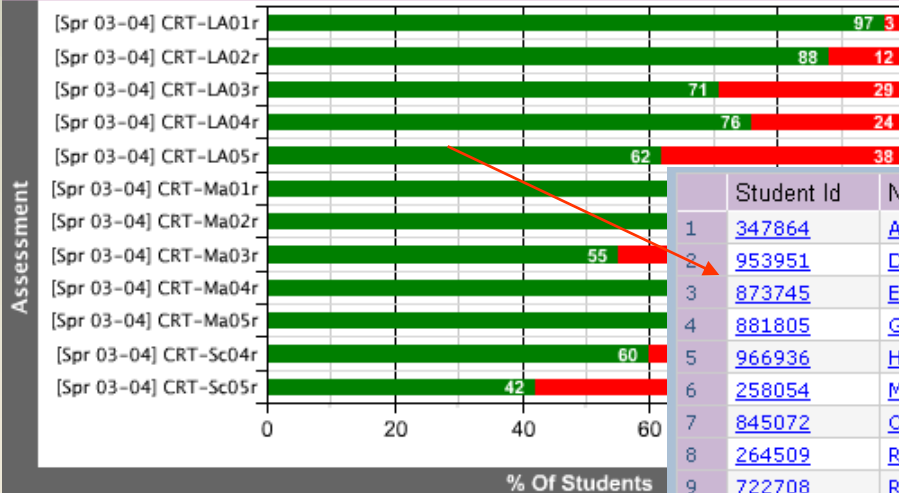


## Any score bar in any report can be clicked to reveal student names & demographics

\* Spring CRT

Percentage of Students Performing 'At or Above' & 'Below' Standard

### Chart Results



Drill down to individual student profile from student list.

	Student Id	Name	Grade	% Correct	Ethnicity	ELL	Attendance
1	<a href="#">347864</a>	<a href="#">Andrus, Micah</a>	12	87	White		
2	<a href="#">953951</a>	<a href="#">Derington, Spencer</a>	11	98	White		
3	<a href="#">873745</a>	<a href="#">Eagar, Max</a>	11	87	White		
4	<a href="#">881805</a>	<a href="#">Gibbons, Kadee</a>	11	92	White		
5	<a href="#">966936</a>	<a href="#">Hiatt, Ericka</a>	11	85	White		
6	<a href="#">258054</a>	<a href="#">Madden, Lara</a>	12	87	White		
7	<a href="#">845072</a>	<a href="#">Oliver, Erika</a>	11	89	White		
8	<a href="#">264509</a>	<a href="#">Rasmussen, Celeste</a>	10	87	White		
9	<a href="#">722708</a>	<a href="#">Robinson, David</a>	12	89	White		
					White		
					White		
					White		
					White		

Export to PDF

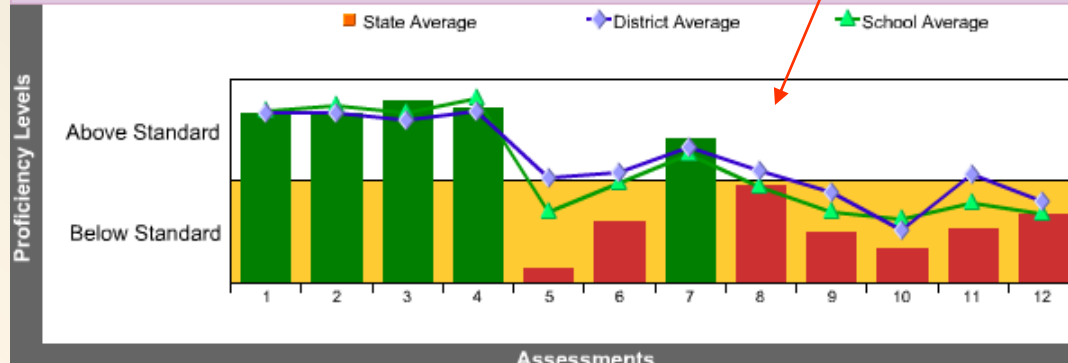
Export to Excel

Export to Word

Print Report

Saralynn Bastian - Student Proficiencies by Assessment

### Chart Results



Report

Close

# Inform's Student Sandbox

**Student Assessment Profile**

NOTE: All averages include...

Below Standard (Red Bar), School Avg (Green Line), District A (Blue Line)

**AIP**

Academic Improvement Plan for: (124)

Current School / Grade: Northwest Elementary

Plan: HCCSC Intervention P

**Student Test History**

1 of 2 Tests

Test	Session
ISTEP MA-03	07-08
ISTEP E/LA-03	07-08
NWEA-Math 03	07-08

**Charts / Graphs - Student AIP Pr**

Iap Test Scores

**Course Grades**

Course	Year	Term	Re...	G...
1 Science/Health 3	07-08	2007-200	Q2	A
2 Social Studies 3	07-08	2007-200	Q2	B
3 English/Language Arts 2	06-07	2006-200	Q4	B-
4 Mathematics 3	07-08	2007-200	Q1	B-
5 Social Studies 3	07-08	2007-200	Q1	B-
6 Social Studies 3	07-08	2007-200	Q4	B-
7 Social Studies 3	07-08	2007-200	Y1	B-
8 English/Language Arts 2	06-07	2006-200	Q3	C
9 English/Language Arts 3	07-08	2007-200	Q2	C
10 English/Language Arts 3	07-08	2007-200	Q4	C
11 Science/Health 3	07-08	2007-200	Y1	C
12 English/Language Arts 2	06-07	2006-200	Q1	C+
13 English/Language Arts 2	06-07	2006-200	Q2	C+
14 English/Language Arts 2	06-07	2006-200	Y1	C+
15 English/Language Arts 3	07-08	2007-200	Q1	C+
16 English/Language Arts 3	07-08	2007-200	Q3	C+
17 English/Language Arts 3	07-08	2007-200	Y1	C+
18 Mathematics 2	06-07	2006-200	Q3	C+
19 Mathematics 2	06-07	2006-200	Q4	C+

# Academic Intervention Plan for Individual Students

Beckett, Hira

AIP

Academic Improvement Plan for: **Hira Beckett (46001026)**  
 Current School / Grade: **Cleveland Elementary School / 4**  
 Plan: **SACS Strategies for Student Success**

Student Test History

1 of 2 Tests

	1	Test	Session	School	Student	Min Req'd	Mastered
1		Formative-Read 3	06-07 Spr	Cleveland Elementary School	194	183	✓
2		Formative-Lang 3	06-07 Fall	Cleveland Elementary School	195	187	✓
3		Formative-Read 3	06-07 Fall	Cleveland Elementary School	188	183	✓
4		Formative-Read 3	06-07 Win	Cleveland Elementary School	185	183	✓
5		St CRT- E/LA-03	06-07 Fall	Cleveland Elementary School	436	404	✓
6		Formative-Lang 3	06-07 Spr	Cleveland Elementary School	196	187	✓
7		St CRT- E/LA-04	07-08 Fall	Cleveland Elementary School	422	429	✗
8		Formative-Lang 4	07-08 Fall	Cleveland Elementary School	201	197	✓
9		Formative-Read 4	07-08 Fall	Cleveland Elementary School	193	194	✗

By overall test

By subskills

Individual  
Student's  
Testing  
History

Beckett, Hira

AIP

Academic Improvement Plan for: **Hira Beckett (46001026)**  
 Current School / Grade: **Cleveland Elementary School / 4**  
 Plan: **SACS Strategies for Student Success**

Student Test History

2 of 2 Content Standards

	Test	Session	Concept	Student	Min Req'd	Mastered
1	St CRT- E/LA-03	06-07 Fall	Reading Vocabulary	85	76	✓
2	St CRT- E/LA-03	06-07 Fall	Reading Comprehension	81	66	✓
3	St CRT- E/LA-03	06-07 Fall	Lit. Response	82	68	✓
4	St CRT- E/LA-03	06-07 Fall	Writing Process	80	70	✓
5	St CRT- E/LA-03	06-07 Fall	Writing Applications	69	63	✓
6	St CRT- E/LA-03	06-07 Fall	Language Conventions	91	84	✓
7	Formative-Lang 3	06-07 Fall	Writing Process & Feature	199	187	✓
8	Formative-Lang 3	06-07 Fall	Diff Types of Writing App	198	187	✓
9	Formative-Lang 3	06-07 Fall	Conventions: Grammar	191	187	✓
10	Formative-Lang 3	06-07 Fall	Conventions: Mechanics	192	187	✓
11	Formative-Read 3	06-07 Fall	Word Recog/Fluency/Voc	188	183	✓
12	Formative-Read 3	06-07 Fall	Inform Text: Structures	157	183	✗
13	Formative-Read 3	06-07 Fall	Inform Text: Comprehensio	194	183	✓
14	Formative-Read 3	06-07 Fall	Literary Text: Structures	191	183	✓
15	Formative-Read 3	06-07 Fall	Literary Text: Comprehens	197	183	✓
16	Formative-Read 3	06-07 Win	Word Recog/Fluency/Voc	190	183	✓
17	Formative-Read 3	06-07 Win	Inform Text: Structures	184	183	✓
18	Formative-Read 3	06-07 Win	Inform Text: Comprehensio	185	183	✓
19	Formative-Read 3	06-07 Win	Literary Text: Structures	188	183	✓
20	Formative-Read 3	06-07 Win	Literary Text: Comprehens	179	183	✗
21	Formative-Read 3	06-07 Spr	Word Recog/Fluency/Voc	195	183	✓

# Academic Intervention Plan for Individual Students

Beckett, Hira

AIP

**Academic Improvement Plan for:** Hira Beckett (46001026)

Current School / Grade: Cleveland Elementary School / 4

Plan: SACS Strategies for Student Success ▼

**Group & Intervention History**

1 of 2 Target Groups

	Group Name	School	Assigned By	G...	Start	Stop
1	07-08 Gr4 ISTEP E/LA Non-Passers	Cleveland Elementary School	Gould, Arland	0	02/21/2008	
2	Word Walls	Cleveland Elementary School	Gould, Arland	0	02/21/2008	
3	Math Masters	Conventions: Grammar	Admin	0	10/14/2008	10/15/2008
4	Grammar skills		Admin	0	10/14/2008	10/14/2008

Target groups the student has been assigned to for interventions

Beckett, Hira

AIP

**Academic Improvement Plan for:** Hira Beckett (46001026)

Current School / Grade: Cleveland Elementary School / 4

Plan: SACS Strategies for Student Success ▼

**Group & Intervention History**

2 of 2 Intervention Activities

	Activity	Freq/Duration	Instructor	Tier	Grd	Start	Stop
1	Intense_Algebra	weekly, Monday,	Admin			11/03/2008	12/19/2008
2	Math Masters	Daily 30 min.	Grable, Chuck			10/16/2008	12/19/2008

Current & past interventions used with student

# Academic Intervention Plan for Individual Students

Beckett, Hira

**AIP**

**Academic Improvement Plan for:** Hira Beckett (46001026)

**Current School / Grade:** Cleveland Elementary School / 4

**Plan:** SACS Strategies for Student Success

**Parent / Student Responsibilities**

1 of 2 Goals

	Academic / ...	Goal	Instructor	G...	Last Review	Next Review	M.
1	Academic	Reading/Impro	Admin	4	10/15/2008	11/17/2008	
2	Academic	Reading/Impro	Admin	4	10/15/2008	11/17/2008	
3	Behavioral	Study Skills	Admin	4	10/15/2008	10/20/2008	
4	Behavioral	Organizational	Admin	4	10/16/2008	11/17/2008	
5	Behavioral	Organizational	Admin	4	10/16/2008	11/17/2008	
6	Academic	test	Drummond, Ad	4	01/01/2009	01/01/2009	
7	Academic	boubob	Grable, Chuck	4	10/13/2008		
8	Academic	boubob	Grable, Chuck	4	10/13/2008		
9	Behavioral	Study skill Deve	SYSADMIN	4	11/14/2008	12/15/2008	
10	Behavioral	Study skill Deve	SYSADMIN	4	11/14/2008	12/15/2008	

**Academic or  
behavioral goal  
setting**

Beckett, Hira

**AIP**

**Academic Improvement Plan for:** Hira Beckett (46001026)

**Current School / Grade:** Cleveland Elementary School / 4

**Plan:** SACS Strategies for Student Success

**Parent / Student Responsibilities**

2 of 2 Activities

	Activity	Freq/Duration	Instructor	Student/Guardian	Man...
1	Check assignments on regular basis.			Student	
2	Have your child read to you.	20 minutes a night	Drummond, Adam	Student	

**Parent or  
student  
responsibilities**

# Managing Complex Change





*“We did then what we  
knew how to do, when we  
knew better, we did better.”*

**Maya Angelou**



# **Take Home: Connecting My Presentation to Indiana's Vision of RTI**

## **1. RTI Overview**

- **Defining Features & Essential Components**

## **2. Integrated Instructional Data Collection & Assessment System**

- **Universal Screening**
- **Progress Monitoring**

## **3. RTI Assessment & SLD Determination**

## **4. Support & Monitoring Structures**

- **Building Capacity with Stakeholders**

## **5. Pearson Inform**

# RTI Resources

- [www.nasdse.org](http://www.nasdse.org) - National Association of State Directors of Special Education
- [www.ideapartnership.org](http://www.ideapartnership.org) - IDEA Partnership
- [www.rtinetwork.org](http://www.rtinetwork.org) – RTI Action Network
- [www.nrcl.org](http://www.nrcl.org) - National Research Center on Learning Disabilities
- [www.rti4success.org](http://www.rti4success.org) - National Center on Response to Intervention
- [www.studentprogress.org](http://www.studentprogress.org) - National Center on Student Progress Monitoring
- [www.progressmonitoring.net](http://www.progressmonitoring.net) - Research Institute on Progress Monitoring
- [www.successfulschools.org](http://www.successfulschools.org) - National website on Positive Behavioral Support Strategies
- [www.pbis.org](http://www.pbis.org) - National Technical Assistance Center on Positive Behavioral Interventions & Supports (PBIS)
- [www.thecenter4learning.com](http://www.thecenter4learning.com) – Susan Kovalik’s Highly Effective Teaching Model
- [www.leadered.com](http://www.leadered.com) - International Center for Leadership in Education (Dr. Willard Daggett)
- [www.stevebenjamin.net](http://www.stevebenjamin.net) - Dr. Steve Benjamin, Continuous Quality Improvement Educational Consultant in Indiana

# RTI Resources Continued

- [www.nwea.org](http://www.nwea.org) – Northwest Evaluation Association
- [www.pearsonschool.com](http://www.pearsonschool.com) – Pearson Inform Data Warehouse & Academic Intervention Plan
- [www.rubicon.com](http://www.rubicon.com) - Rubicon Atlas Curriculum Mapping Software
- <http://teacher.scholastic.com/products/read180/>. - READ 180 Software
- [www.curriculumdesigners.com](http://www.curriculumdesigners.com) - Dr. Heidi Hayes Jacobs
- [www.curriculummapping101.com](http://www.curriculummapping101.com) - Janet Hale
- [www.teachers.net](http://www.teachers.net) - Dr. Harry Wong

# Contact Information

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